



Globalisation and Education

ABSTRACT

Globalisation is useful for the international flow of goods, capital, and labour, services and information. It opens new vistas for us. The process of restructuring has made the nations to liberalise and then privatize and Globalise (LPG) during the last two decades. These structural reforms are mainly related to trade, industry, financial, fiscal and agriculture sectors. These reforms have shown tremendous impact on economic growth, education and training. Some developing countries have experienced rapid economic growth such as Japan, South Korea and Hong Kong and Taiwan, Thailand, Indonesia, Malaysia and China experienced very rapid growth of development and employment last decade. As usual, we live in an unequal world. In future, the linkages between education and other forms of deprivation will further increase. Primary school in rural sub-Saharan Africa or South Asia on the one hand and industrialized countries on the other capture some of the dimensions of global inequality in education. These are strengthened by globalization, technological changes, and the communications revolution. Thus Globalisation has created a phobia in developing countries. In the above context, to understand more deeply and clearly the dilemmas and benefits of Globalisation, to choose right kind of educational planning and policies an International Intellectual discourse is necessary.

1.1 INTRODUCTION

Globalisation has created serious economic crisis also in many developing countries and this made lethal changes as far as the state provisions of education are concerned. The ongoing changes due to globalisation provide a context to reconsider the challenges, find the opportunities and devise changes needed to foster development. In particular to avoid the discrepancy created by the new information technology, and other aspects of the processes of globalisation. It is imperative to find what has been effective to the fight against the new challenges of education especially poverty is the main hurdle for the education development. The reforms in this era should be equity driven.

1.2. Key words: (1) Globalisation (2) Education

- **Education**

Education is a process of Complete Human Development like Spiritual, Economic, Social, Religion etc.

- **Globalisation**

‘Globalisation’ means the reduction of the difference between one economy and another. So that trade within and between different countries is increasingly similar all over the world. Globalisation has become a big buzz word in the last 10/15 years, but it has been going on for centuries, and especially since 1945. What has changed is the pace of this trend; it used to be quite a slow process and in recent years it has become much faster.

In this process (1) The trade between various countries of the world becomes free by removing duties and restriction on Imports and Exports of commodities and services. (2) The removal of restrictions on movement of capital between two or more countries.(3) To encourage labour and man power movements between various countries of the world.



Figure: 1

Source: <http://www.sociologydiscussion.com>.

1.4. GLOBALISATION IN INDIA

Globalisation takes place only when any country throws open its borders to foreign investment and business. It is a two-way process. It is not merely internationalization of only one country, but many countries coming together and having the same ideal.

World Trade Organisation (W.T.O) was formed as a forum for business and industry of the world. India has been its member from the very beginning, making its way to Globalisation easy. Globalisation has speedily increased the service sector. National boundaries are being erased, for banking, insurance, and transportation etc. Thus, the world has shrunk to become a global village with an increasing consumer market, India being no exception. India signed a General Agreement on Trade and Tariff (GATT) adopting a favorable policy for globalisation. Administration is favorable. Material comforts are on the increase. As a result of globalisation new ideas in new forms are taking shape in India. Foreign universities are entering in India and Gujarat also. Foreign health centres have started sending samples to India for pathological tests. Strategic alliances are taking place among giant industrial houses. In India the globalisation has been implemented in various sectors of economy. Before economic reforms, the trade policy followed had high import duties and restrictions on the import of consumer industrial products. Capital goods raw materials, semi finished goods and certain other imports were allowed partially. The reforms toward globalisation did two changes: (1) The import licences were abolished and (2) The import duties were reduced. The import licencing system for capital goods and semi finished product was withdrawn very early. From 1993 onwards there imports were free. The external value of rupee (exchange value) was determined by free forces of market. The demand for foreign exchange and its supply determined the exchange rate on day to day basis. With the foreign exchange rate

Being free, it has encouraged the exports from the country and this is the first important step towards the globalisation.

1.5. GLOBALISATION AND EDUCATION

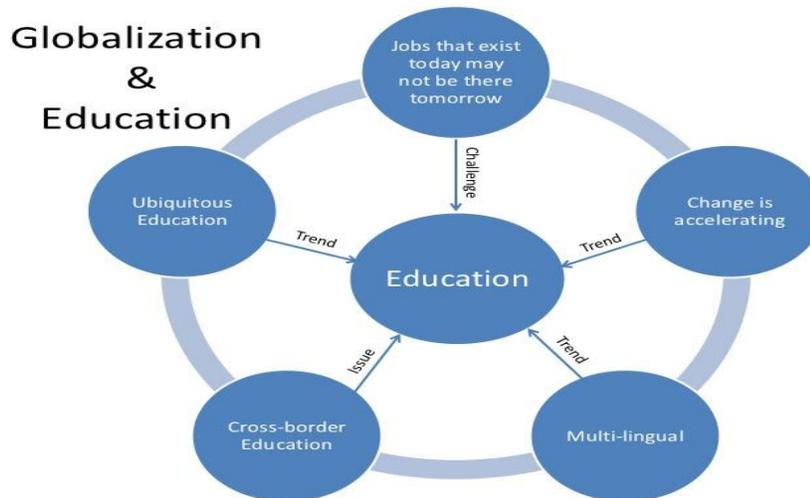


Figure: 2 Source: <http://www.slideshare.net>

Today, policymakers, development planners and politicians everywhere are talking about the need of countries to prepare themselves for the challenges which is created by globalization. I am not sure how one prepares oneself for a millennium, if a millennium is still a thousand years! Nor am I sure what the policymakers and planners mean when they refer to “globalisation”. Some of them seem to be just throwing around an attention-getting term., which is now in vogue. However, it would appear that when many people use the term, they are referring to some kind of economic phenomenon and specifically to increasing integration of national economics into expanding international markets. The United National Development Programme state in its Human Development Report (HDR-1999) that globalisation effects much more than the flow of money and commodities across the globe. It concerns first and foremost to the growing interdependence of the world’s people. It is a process of integration involving not only the economy but also technology and governance. Globalisation of education must be made to work for people. If it is to accomplish this, it must take into account the following six factors, as has been pointed out by the UNDP (1999):

1. Ethics: less violation of human rights
2. Equity: less disparity within and between nations
3. Inclusion: less marginalization of people and countries
4. Human security: less instability of societies and less vulnerability of people
5. Sustainability: less environmental destruction, and
6. Development: less poverty and deprivation

Globalisation of Education is an important asset for any country. Learning can and does take place in different forms for example, formal settings such as schools, colleges and universities. Globalization of education should be incorporated in the formal, non-formal and informal systems. Experiences gained from other countries can be shared and exchange of ideas should be the focus of globalization of education.

1.6. IMPACT OF GLOBALISATION ON EDUCATION

In the attempt to humanise globalization, we should try to promote more alternative dialogue around issues of globalization, build cultural and alternative dialogues around issues of globalization, build cultural and communication bridges among people most affected by the process, maintain and defend cultural heritage under threat, and empower and connect those excluded from the process. This is not an easy task when the process we face is such a daunting one. But we should face this task with greater understanding and ultimately, greater success. Education must reflect this reality, but in order to understand the likely impact of globalization on education, we must first get under the surface of the concept itself.

There are currently three different models describing the likely impact of globalization.

1. **Hyperglobalisation model:** This is the most extreme in predicting that obsolete nations will be replaced by the global market. Indeed, it goes further suggesting that decisions are taken more rationally by the market than by governments.
2. **Global skeptics Model:** The global skeptics recognizes hyperglobalisation as a political doctrine but not as an economic reality. Instead, it argues that trade is increasingly located within transnational economic blocs which in practice exclude more nations than they embrace. The developed nations are becoming even richer at the expense of the under-developed nations which cannot afford the membership fee to the new global club. The increasing violence of anti-WTO protests is one manifestation of global skepticism.
3. **Transformation list model:** It insists that global markets are not replacing nations, but are transforming the relationships within and between them that we have lived with for so long. The role of the family, for example, will be completely different

In a globalised economy that takes for granted equal gender rights. Paradoxically, the global will encourage the local and we shall need to learn to operate at a series of different political levels, the national and the local. The transformation list model of globalization seems the one most likely to describe the future of education. Governments will not be willing to let education go, but they will come to recognize the need for an international dimension to their programmes. The search is on across the world for the right balance between education for national citizenship and education for participation in global affairs. The prize is more than economic achievement. All three models of globalization point to the increasing cultural mix that will take place within national borders. As the world shrink, the ability to live with, to understand and then to value cultural diversity will become one of the most precious lessons of education. The educational system has much to offer. Its programmes should be based upon the fundamental appreciation of diversity not just as a practical expediency, but rather as a necessary human strength. Through its language policy, its broad curriculum and its varied styles of learning, it provides the means to study diversity, to understand it and to draw appropriate conclusions from that understanding.

1.7. CONCLUSION:

We have already had brief understanding of how new dimensions, new ideas are entering the economic field. Tracks are changing. We all know that when this happens, there are creaking sounds. These sounds are all more when the tracks are being changed by a speeding train. Globalisation has both their positive and negative effects with reference to industry and trade and commerce and also on the education. With the momentum in the period of modernization the appetite for educational awareness has been increasing which would be a key factor in long time growth. Indian students suffer in competitions. In the absence of expected growth in trade and commerce, many industries are not able to keep pace with technological and other factors.

REFERENCES

- I. Acharya, H. R. and Thakkar, B. and Sharma, P.S. and Badiyani, J. (2016). Organisation Of Commerce and Management (Std-XII). Gandhinagar: Gujarat State Board of School Textbooks. Page no. 105.
- II. Mukhopadhyay, M.. (2003). Globalisation and Challenges for Education.
III. New Delhi: Shipra Publications. Page no. 1- 100.
- IV. Thakar, H. and Patel, Vijay and Shukla, Nimisha (2016). Economics (Std-XI). Gandhinagar: Gujarat State Board of School Textbooks. Page no. 61-65.
- V. Wadekar, S. (2013).UGC/Net /Slet Commerce. Ahmedabad: Shanti Prakashan. Page no.1-50.
- VI. http://guidedresearchwriting.pbworks.com/w/file/53952209/ImactofGlobalization_EdandCulture.pdf. Tuesday, June 14, 2016.
- VII. <http://www.sociologydiscussion.com/globalisation/globalisation-social-dimensions-of-globalisation-explained/977>. Tuesday, June 14, 2016.
- VIII. <http://www.slideshare.net/CelindaB/globalization-and-education-14644137>.Tuesday, June 14, 2016.
- IX. <https://en.wikipedia.org/wiki/Education>. Tuesday, June 14, 2016.
- X. www.google.com/Images. Tuesday, June 14, 2016.

Shah Jalpa Rajendrakumar

M.com. M.Ed., M.Phil. (Edu.), NET (Edu.)

Gujarat University

Copyright © 2012 - 2017 KCG. All Rights Reserved. | Powered By: Knowledge Consortium of Gujarat